

**دور مراكز الخدمات السمعية والتقنيات
التربوية في مؤسسات التعليم العالي
دراسة نظرية**

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ملخص الدراسة

The Role of Audiovisual Services and Educational Technology Centres at Higher Education Institutions: Conceptual Study

Dr. Ali Sharaf Al-Musawi

Abstract

This study attempts to synthesise a theoretical framework through studying issues being faced by audiovisual and educational technology services (AVEDS) at higher education institutions. At the beginning, it demonstrates administrative issues concerning type of services, centralisation, planning and structuring in connection with centres' relations on internal, institutional and external levels. Budgeting issue was then described giving effective ways to deal with a fair annual budget. Following the discussion of technical issues and ways of coping with them, a list of work impediments as well as its effectiveness factors was derived. In line with have been previously investigated, the study concluded that the role of AVEDS will continue in the prospective future; however, most probably, move towards new activities based on combining different technological forms. These centres will inherit some ex-impediments. The paper has therefore suggested a module for AVEDS work mechanism and relations along with some effectiveness criteria enabling them to carry out their present, and hopefully expected, role of assigned responsibilities by their parent higher education institutions.

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دراسة نظرية

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1- تمهيد

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) (hypermedia)

.(Heinich *et al*, 1996, p. 25

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Burlingame *et*) "

" (*al*, 1978, p. 27

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" (Spain *et al*, 1999, p. 2).

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٣. لمحة تاريخية

" (education technology)

(centers

(Erickson, 1970, Pp.)

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2-8

" (learning resources centers) "

" :

.(Burlingame *et al*, 1978, p. 17) "

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"

Burlingame *et* (academic support services group) "

" : (1978) *al*

.(p.27) "

(cybernetic movement)

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(Heinich *et al*, 1996, p. 321)

: (1978) Burlingame *et al*

"

.(p. 13) "

Al-Musawi,)

(1995, p. 26 & 37)

٤- القضايا الرئيسية للمراكز

١.٤ القضايا الإدارية

١.١.٤ المركزية واللامركزية في تقديم الخدمات

Burlingame *et*

() () (1978) *al*
" / "

(Pp. 27-28)

"

Erickson .(Burlingame *et al*, 1978, p. 19) "

" (1970)

(p. 300) "

:

Erickson, 1970, p.) "

.(300

(1970) Erickson

" ...

.(p. 300) "

;(Hart, 1987, p. 175) (not-made-here syndrome)

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(academic territoriality)

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٢.١.٤ محددات نوع الخدمات

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٣.١.٤ خطوات تشغيل المركز

)
Al-Musawi, 1995, -

:(p. 71

٤.١.٤ هيكلة المراكز

Burlingame *et al*, 1978, Pp. Erickson, 1970, Pp. 26-27)

(Richie, 1993, p. 23 - 41-52

)
."

Raddon, 1984, p.)

:(Al-Musawi, 1995, p. 60-64 127

(systematic approach)

(Al-Musaw, 1995, p. 57-59)

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٥.١.٤ مستويات علاقات المراكز

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" (Burlingame *et al*, 1978, p. 27).

" ()

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(educational mission)

٢.٤ القضايا المالية

.(Ghazal, 1990, p. 183 Spain *et al*, 1999, p. 1)

Al-Musawi, Ghazal, 1990, p. 182-183)

.(1995, p. 64

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.(Spain *et al*, 1999, p.3)

Burlingame *et al*,)

.(1978, p.25

(life expectancy)

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(top slicing) "

٣.٤ القضايا الفنية

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Spain)

.(Lindeke *et al*, 1999, Pp. 2-3 *et al*, 1999, Pp. 4-6

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Al-)

(Musawi, 1995, p. 160

0- المراكز بين المعوقات وعوامل الفعالية

1-0 المعوقات

Al-Musawi)

:(1995, p. 65

.()

.(Ghazal, 1990, p. 183)

.(/)

٢.٠ عوامل الفعالية

necessary pre-condition) " : :
" : (sufficient causes) " : (factors
(negative factors) "

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(1995, p. 242) Al-Musawi

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(1980) Charmer

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(p.209)

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٦- منظور مستقبلې

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(Spain *et al*, 1999, p. 6)

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(Shaw *et al*, 1997

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Lindeke *et al*,)

(1999, Pp. 4-5

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(visual presenter)

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distance)

Lindeke *et al*,) (on-line learning)

(learning

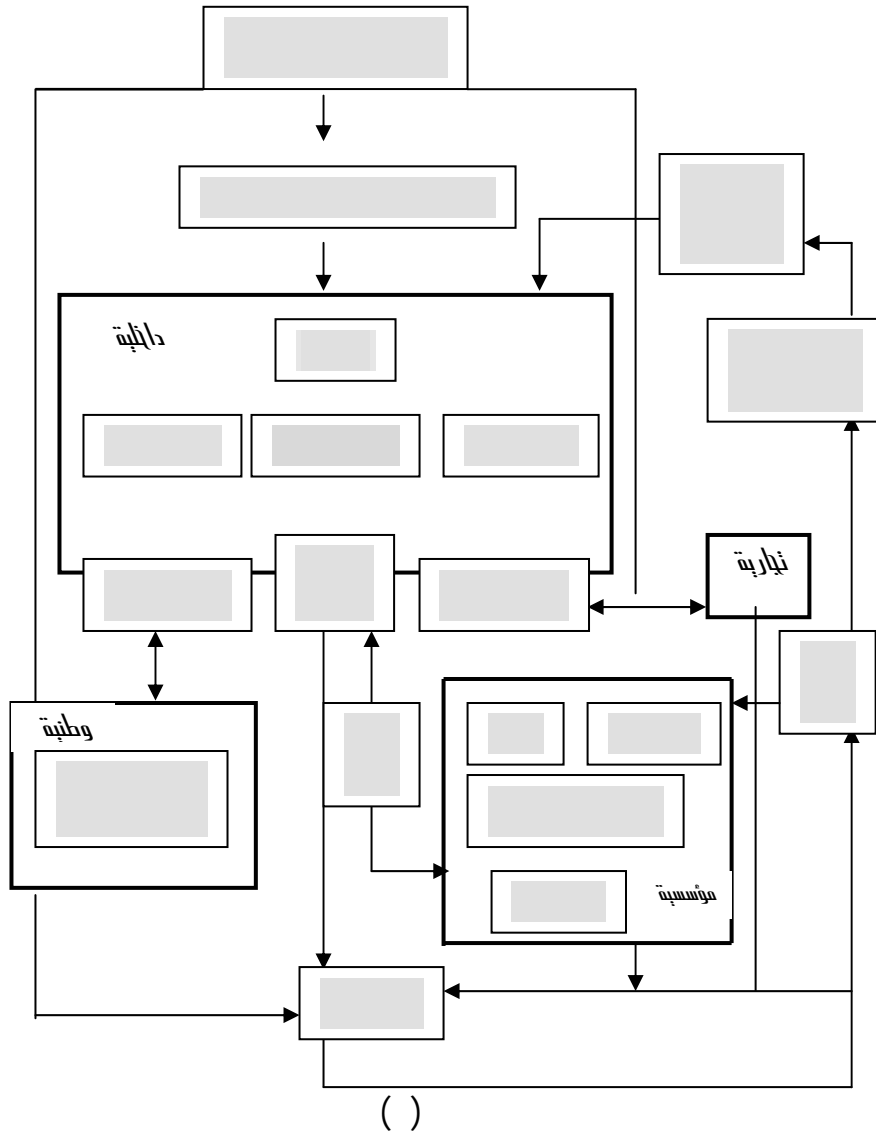
(1999, p. 5)

٧- استنتاجات الدراسة

١.٧ نموذج مقترح لآلية عمل المراكز

". (Al-Musawi, 1995, p. 79).

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٢.٧ المعايير التفصيلية للفعالية

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